July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date: March 2009
Code: 10071138
SAU: Auburn School Department
School: Washburn School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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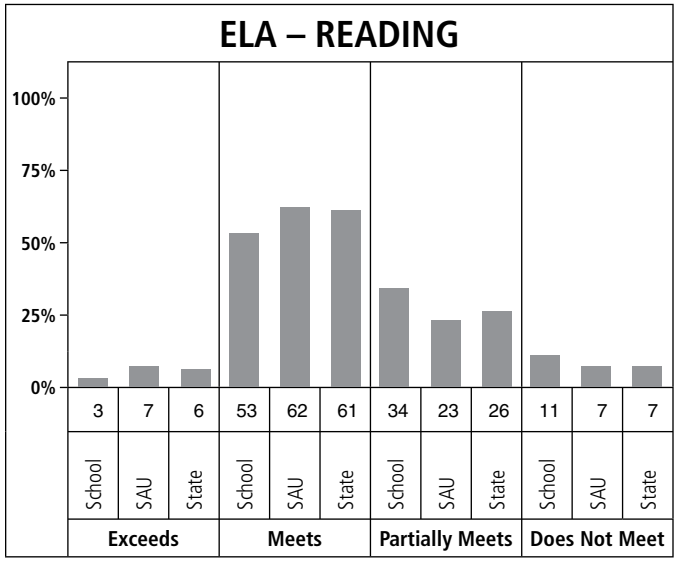
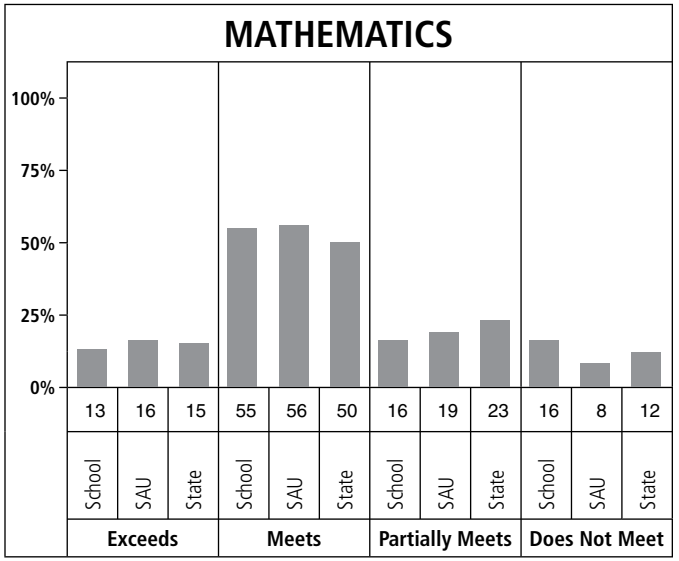
SUMMARY OF SCORES

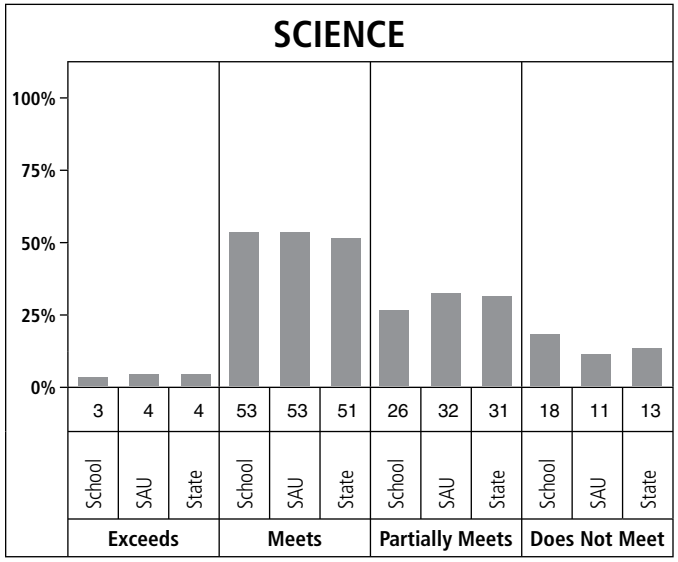
Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	537	545	544
2007–2008	543	545	545
2008–2009	**542**	**546**	**546**
Cum. Avg.*	541	545	545
Mathematics			
2006–2007	540	547	546
2007–2008	549	548	546
2008–2009	**547**	**548**	**547**
Cum. Avg.*	545	548	546
Science			
2008-2009 **	**542**	**544**	**543**







*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	268	100	14212	100	38	100	265	99	14135	100	38	100	265	99	14144	100	38	100	265	99	14137	100
Ethnicity African American/Black	3	8	20	7	397	3	3	100	20	100	388	98	3	100	20	100	393	99	3	100	20	100	389	98
American Indian or Native Alaskan	0	0	3	1	110	1	0	0	3	100	110	100	0	0	3	100	110	100	0	0	3	100	110	100
Asian or Pacific Islander	1	3	6	2	259	2	1	100	6	100	253	98	1	100	6	100	258	100	1	100	6	100	257	99
Hispanic	1	3	6	2	175	1	1	100	6	100	172	99	1	100	6	100	172	99	1	100	6	100	173	99
Caucasian/White	33	87	233	87	13271	93	33	100	230	99	13212	100	33	100	230	99	13211	100	33	100	230	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	10	26	65	24	2479	17	10	100	63	97	2454	100	10	100	63	97	2455	100	10	100	63	97	2451	99
Current LEP	0	0	11	4	374	3	0	0	11	100	359	96	0	0	11	100	370	99	0	0	11	100	366	98
Economically disadvantaged	22	58	118	44	5848	41	22	100	118	100	5815	100	22	100	118	100	5819	100	22	100	118	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	23	61	161	60	10849	76	23	61	162	60	10872	76	23	61	161	60	10976	77
Identified disability (PET/IEP)	1	4	1	1	298	3	1	4	1	1	307	3	1	4	1	1	338	3
LEP	0	0	3	2	170	2	0	0	3	2	169	2	0	0	3	2	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	15	39	100	37	3122	22	15	39	100	37	3124	22	15	39	101	38	3019	21
Identified disability (PET/IEP)	9	60	58	58	1992	64	9	60	59	59	2000	64	9	60	59	58	1971	65
LEP	0	0	8	8	184	6	0	0	8	8	196	6	0	0	8	8	184	6
504 plan	0	0	1	1	84	3	0	0	1	1	86	3	0	0	1	1	81	3
Other	6	40	36	36	907	29	6	40	35	35	886	28	6	40	36	36	826	27
Participation through alternate assessment (PAAP)	0	0	4	1	164	1	0	0	3	1	148	1	0	0	3	1	142	1
Identified disability (PET/IEP)	0	0	4	100	164	100	0	0	3	100	148	100	0	0	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	3	1	58	0	0	0	3	1	49	0	0	0	3	1	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	18	7	702	5
	2007-2008	2	6	10	4	659	5
	2008-2009	**1**	**3**	**19**	**7**	**836**	**6**
	Cum. Total*	3	3	47	6	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	12	34	129	51	7730	55
	2007-2008	16	48	139	60	8195	58
	2008-2009	**20**	**53**	**163**	**62**	**8495**	**61**
	Cum. Total*	48	45	431	58	24420	58
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	13	37	75	30	4182	30
	2007-2008	10	30	63	27	3800	27
	2008-2009	**13**	**34**	**60**	**23**	**3667**	**26**
	Cum. Total*	36	34	198	27	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	10	29	29	12	1419	10
	2007-2008	5	15	21	9	1362	10
	2008-2009	**4**	**11**	**19**	**7**	**973**	**7**
	Cum. Total*	19	18	69	9	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	27.8	57.9	30.9	64.4	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	13.9	57.9	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	13.9	57.9	15.6	65.0	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	1	3	20	53	13	34	4	11	542	261	7	62	23	7	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	3										18	0	33	44	22	538	381	2	44	31	23	540
American Indian or Native Alaskan	0										3						110	0	48	38	14	541
Asian or Pacific Islander	1										6	17	33	33	17	547	252	11	58	21	11	547
Hispanic	1										6	0	67	17	17	543	166	4	54	32	10	543
Caucasian/White	33	1	3	17	52	11	33	4	12	542	228	8	65	21	6	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	5	50	2	20	535	59	0	34	46	20	538	2290	0	29	47	23	537
No	28	1	4	17	61	8	29	2	7	544	202	9	71	16	3	548	11681	7	67	22	4	548
Current LEP																						
Yes	0										11	0	18	45	36	536	354	1	35	34	30	538
No	38	1	3	20	53	13	34	4	11	542	250	8	64	22	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	22	0	0	10	45	9	41	3	14	539	114	3	55	31	11	543	5716	2	51	35	12	542
No	16	1	6	10	63	4	25	1	6	545	147	11	68	17	4	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	38	1	3	20	53	13	34	4	11	542	261	7	62	23	7	546	13963	6	61	26	7	546
Gender																						
Female	19	0	0	11	58	6	32	2	11	542	129	9	65	20	6	547	6882	8	62	24	6	547
Male	19	1	5	9	47	7	37	2	11	541	132	6	60	26	8	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	2	20	7	70	1	10	536	25	0	44	44	12	538	1914	1	41	44	14	540
No	28	1	4	18	64	6	21	3	11	544	236	8	64	21	7	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										13	46	54	0	0	561	450	26	72	2	0	557
No	38	1	3	20	53	13	34	4	11	542	248	5	63	24	8	545	13521	5	60	27	7	545

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	520	5	17	17	33	33	540	4	2	40	34	24	540
B. less than one hour	79	0	0	18	60	9	30	3	10	542	70	4	71	20	5	546	70	6	63	26	6	546
C. one to two hours	16	1	17	2	33	3	50	0	0	544	23	11	51	31	7	546	24	7	61	26	6	546
D. more than two hours	3	0	0	0	0	1	100	0	0	536	2	33	33	17	17	547	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	1	11	7	78	1	11	0	0	551	37	13	67	13	6	549	36	10	67	18	5	549
B. good	46	0	0	9	53	6	35	2	12	541	44	5	66	23	5	546	47	5	62	27	6	546
C. fair	27	0	0	4	40	4	40	2	20	536	17	0	51	37	12	539	15	2	47	40	12	541
D. poor	3	0	0	0	0	1	100	0	0	534	2	0	0	75	25	534	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	13	0	0	4	80	1	20	0	0	544	32	10	65	18	7	548	31	9	65	20	5	548
B. They match some of what I have learned.	68	1	4	15	58	9	35	1	4	544	57	7	65	25	3	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	16	0	0	1	17	3	50	2	33	534	9	4	42	29	25	541	10	3	45	38	14	542
D. There is no match.	3	0	0	0	0	0	0	1	100	520	2	0	40	20	40	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	5	63	1	13	2	25	539	17	7	56	18	20	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	47	1	6	8	44	8	44	1	6	543	64	8	65	23	4	547	64	7	63	25	5	547
C. easier than my regular schoolwork	32	0	0	7	58	4	33	1	8	542	19	4	61	29	6	545	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	27	0	0	2	20	4	40	4	40	531	16	0	36	40	24	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	49	0	0	10	56	8	44	0	0	543	53	2	70	25	3	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	24	1	11	8	89	0	0	0	0	552	30	21	64	10	5	551	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	4	67	1	17	1	17	543	18	6	66	17	11	546	20	10	64	21	5	548
B. 20 minutes to an hour	68	1	4	16	62	8	31	1	4	544	65	9	66	21	4	548	56	7	65	24	5	547
C. less than 20 minutes	5	0	0	0	0	1	50	1	50	523	9	0	42	42	17	540	10	3	52	33	12	543
D. I rarely read at home.	11	0	0	0	0	3	75	1	25	531	7	0	47	37	16	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	0	0	5	45	5	45	1	9	540	26	6	58	25	10	545	25	3	53	33	11	543
B. six to ten pages	31	0	0	9	82	1	9	1	9	543	22	4	75	15	7	546	26	6	61	26	7	546
C. eleven or more pages	39	1	7	4	29	7	50	2	14	540	52	9	61	26	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	50	0	50	535						
B.	0										50	0	0	50	50	533						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	9	43	17	1711	12
	2007-2008	5	15	37	16	1617	12
	2008-2009	**5**	**13**	**42**	**16**	**2119**	**15**
	Cum. Total*	13	12	122	16	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	12	34	119	47	6778	48
	2007-2008	19	58	125	53	7284	52
	2008-2009	**21**	**55**	**147**	**56**	**7046**	**50**
	Cum. Total*	52	49	391	52	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	13	37	64	25	3884	28
	2007-2008	6	18	44	19	3341	24
	2008-2009	**6**	**16**	**51**	**19**	**3193**	**23**
	Cum. Total*	25	24	159	21	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	7	20	26	10	1683	12
	2007-2008	3	9	28	12	1778	13
	2008-2009	**6**	**16**	**22**	**8**	**1638**	**12**
	Cum. Total*	16	15	76	10	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	25.7	53.5	26.4	55.0	25.5	53.1
A. Number	**18**	**38**	10.4	57.8	10.7	59.4	9.8	54.4
B. Data	**10**	**21**	4.5	45.0	4.9	49.0	5.2	52.0
C. Geometry	**10**	**21**	4.6	46.0	4.8	48.0	4.7	47.0
D. Algebra	**10**	**21**	6.2	62.0	6.0	60.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	5	13	21	55	6	16	6	16	547	262	16	56	19	8	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	3										18	0	61	22	17	541	385	6	35	28	30	537
American Indian or Native Alaskan	0										3						110	5	42	34	20	540
Asian or Pacific Islander	1										6	33	50	0	17	554	257	19	50	20	12	548
Hispanic	1										6	0	83	0	17	545	166	9	43	31	17	543
Caucasian/White	33	5	15	17	52	5	15	6	18	547	229	17	55	21	7	549	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	4	40	2	20	537	60	2	48	32	18	540	2307	3	32	32	33	536
No	28	5	18	17	61	2	7	4	14	550	202	20	58	16	5	550	11689	17	54	21	8	549
Current LEP																						
Yes	0										11	0	64	9	27	538	365	5	33	30	32	536
No	38	5	13	21	55	6	16	6	16	547	251	17	56	20	8	549	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	22	1	5	12	55	6	27	3	14	544	115	7	57	24	11	545	5731	7	46	29	18	542
No	16	4	25	9	56	0	0	3	19	551	147	23	55	16	6	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	38	5	13	21	55	6	16	6	16	547	262	16	56	19	8	548	13988	15	50	23	12	547
Gender																						
Female	19	3	16	10	53	3	16	3	16	545	129	17	57	16	9	548	6889	14	51	23	12	546
Male	19	2	11	11	58	3	16	3	16	548	133	15	55	23	8	548	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	4	40	3	30	3	30	539	25	0	56	20	24	540	1918	3	39	36	22	539
No	28	5	18	17	61	3	11	3	11	550	237	18	56	19	7	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										13	85	15	0	0	567	450	64	34	2	0	564
No	38	5	13	21	55	6	16	6	16	547	249	12	58	20	9	547	13546	14	51	23	12	546

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MEA
Maine Educational Assessment

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	522	5	23	31	15	31	543	4	8	38	26	28	539
B. less than one hour	79	4	13	17	57	4	13	5	17	547	69	14	59	20	7	548	70	15	52	23	10	547
C. one to two hours	16	1	17	4	67	1	17	0	0	553	23	18	59	16	7	549	24	15	51	23	11	547
D. more than two hours	3	0	0	0	0	1	100	0	0	534	2	33	17	33	17	544	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	3	19	8	50	2	13	3	19	546	36	28	55	11	6	553	34	28	50	14	8	552
B. good	38	1	7	9	64	3	21	1	7	549	42	13	60	17	11	547	45	11	54	24	10	546
C. fair	16	1	17	3	50	1	17	1	17	545	19	4	54	35	6	543	18	3	45	33	19	540
D. poor	3	0	0	0	0	0	0	1	100	528	3	0	14	71	14	538	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	3	23	9	69	0	0	1	8	553	44	22	60	13	5	551	38	22	52	19	7	550
B. They match some of what I have learned.	55	2	10	12	57	6	29	1	5	548	46	14	57	22	7	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	2	100	525	8	0	45	30	25	537	11	6	40	30	24	540
D. There is no match.	5	0	0	0	0	0	0	2	100	518	3	0	25	38	38	534	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	17	1	17	2	33	0	0	3	50	538	17	13	49	18	20	543	17	7	42	30	21	540
B. about the same as my regular schoolwork	56	1	5	13	65	5	25	1	5	547	62	12	61	22	4	549	64	15	53	23	10	547
C. easier than my regular schoolwork	28	2	20	5	50	1	10	2	20	549	20	28	49	11	11	551	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	2	67	0	0	1	33	539	7	5	58	26	11	545	7	6	39	27	27	539
B. 30–45 minutes	5	0	0	1	50	0	0	1	50	525	10	7	63	11	19	545	28	9	49	28	15	544
C. 45–60 minutes	5	0	0	0	0	1	50	1	50	534	32	24	54	18	5	550	41	17	53	21	9	548
D. more than 60 minutes	82	5	16	18	58	5	16	3	10	550	50	15	56	21	8	548	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	24	0	0	6	67	1	11	2	22	544	8	14	38	19	29	543	6	14	43	24	20	543
B. two or three days a week	34	2	15	8	62	2	15	1	8	550	41	18	61	17	4	550	24	17	52	21	10	548
C. two or three times each month	29	3	27	5	45	2	18	1	9	551	38	16	58	18	7	549	33	17	52	21	9	548
D. never or almost never	13	0	0	2	40	1	20	2	40	535	14	11	47	28	14	543	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	37	1	7	9	64	2	14	2	14	546	34	12	51	25	12	546	23	13	47	26	15	545
B. two or three days a week	39	2	13	8	53	3	20	2	13	548	34	23	59	14	5	551	31	17	52	21	10	548
C. two or three times each month	11	1	25	2	50	1	25	0	0	557	18	13	56	23	8	548	27	17	52	21	10	548
D. never or almost never	13	1	20	2	40	0	0	2	40	536	14	14	64	14	8	546	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										50	0	100	0	0	544						
B.	0										50	0	0	50	50	532						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	3	10	4	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	20	53	139	53	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	10	26	84	32	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	7	18	29	11	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	28.1	58.5	29.4	61.3	29.2	60.8
D. The Physical Setting	**24**	**50**	12.6	52.5	12.9	53.8	12.9	53.8
E. The Living Environment	**24**	**50**	15.6	65.0	16.5	68.8	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

MEA
Maine Educational Assessment

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	1	3	20	53	10	26	7	18	542	262	4	53	32	11	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	3										18	0	22	44	33	533	382	2	31	32	35	535
American Indian or Native Alaskan	0										3						110	3	36	35	26	538
Asian or Pacific Islander	1										6	33	33	17	17	551	256	5	51	27	17	542
Hispanic	1										6	0	33	33	33	541	167	1	40	37	22	539
Caucasian/White	33	1	3	18	55	8	24	6	18	542	229	3	56	31	9	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	5	50	2	20	538	60	0	42	35	23	539	2309	2	29	39	29	536
No	28	1	4	17	61	5	18	5	18	543	202	5	56	31	7	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										11	0	9	45	45	531	361	1	23	32	44	533
No	38	1	3	20	53	10	26	7	18	542	251	4	55	31	10	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	22	0	0	10	45	7	32	5	23	538	115	1	43	37	18	540	5729	2	42	37	20	539
No	16	1	6	10	63	3	19	2	13	547	147	6	61	28	5	546	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	38	1	3	20	53	10	26	7	18	542	262	4	53	32	11	544	13987	4	51	31	13	543
Gender																						
Female	19	0	0	9	47	8	42	2	11	540	129	3	48	39	10	543	6886	4	49	33	14	542
Male	19	1	5	11	58	2	11	5	26	543	133	5	58	26	12	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	2	20	3	30	5	50	530	25	0	24	44	32	534	1917	1	31	41	28	536
No	28	1	4	18	64	7	25	2	7	546	237	4	56	31	9	545	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										13	38	62	0	0	561	450	25	72	2	1	557
No	38	1	3	20	53	10	26	7	18	542	249	2	53	34	12	543	13545	4	51	32	13	543

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MEA
Maine Educational Assessment

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Auburn School Department
School: Washburn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	516	5	8	46	8	38	537	4	2	37	35	25	538
B. less than one hour	79	0	0	17	57	8	27	5	17	542	69	3	55	33	8	544	70	4	53	31	12	544
C. one to two hours	16	1	17	3	50	2	33	0	0	548	23	5	49	36	10	544	24	5	51	31	12	544
D. more than two hours	3	0	0	0	0	0	0	1	100	520	2	0	50	17	33	537	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	29	1	9	6	55	4	36	0	0	547	28	6	65	22	7	547	26	7	56	26	11	545
B. good	53	0	0	11	55	5	25	4	20	541	56	4	50	35	11	543	53	4	53	31	11	544
C. fair	16	0	0	3	50	1	17	2	33	536	16	0	49	37	15	542	18	2	41	39	17	540
D. poor	3	0	0	0	0	0	0	1	100	528	1	0	0	67	33	534	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	18	0	0	6	86	0	0	1	14	549	28	7	64	18	11	547	23	5	56	28	11	544
B. They match some of what I have learned.	58	0	0	14	64	7	32	1	5	543	56	3	51	39	7	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	11	1	25	0	0	2	50	1	25	540	13	3	47	32	18	541	23	4	49	33	14	543
D. There is no match.	13	0	0	0	0	1	20	4	80	527	3	0	25	25	50	532	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	4	57	0	0	3	43	537	18	2	38	36	24	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	1	5	11	52	8	38	1	5	545	66	5	57	32	5	545	58	4	52	32	12	543
C. easier than my regular schoolwork	24	0	0	5	56	1	11	3	33	540	17	0	62	24	14	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	8	0	0	1	33	1	33	1	33	539	36	6	55	29	9	544	33	5	51	31	14	543
B. a few times a week	66	0	0	16	64	7	28	2	8	543	47	2	53	37	7	544	45	4	52	32	11	544
C. once a week	5	0	0	1	50	1	50	0	0	537	3	0	56	33	11	543	8	4	50	30	16	542
D. a few times a month	21	1	13	2	25	1	13	4	50	539	13	3	49	23	26	541	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	16	0	0	4	67	2	33	0	0	544	17	2	58	31	9	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	34	1	8	5	38	4	31	3	23	543	25	6	42	34	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	18	0	0	6	86	0	0	1	14	545	30	5	57	28	10	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	32	0	0	5	42	4	33	3	25	537	28	1	57	35	7	543	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	71	1	4	15	56	7	26	4	15	544	73	5	57	30	8	545	47	4	51	32	12	543
B. a few times a month	11	0	0	2	50	2	50	0	0	541	15	3	48	33	18	541	27	5	54	30	11	544
C. once a month	11	0	0	2	50	1	25	1	25	539	6	0	38	44	19	539	10	5	49	30	15	543
D. never or almost never	8	0	0	1	33	0	0	2	67	529	5	0	36	43	21	536	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	68	0	0	17	65	6	23	3	12	544	70	5	57	31	7	545	46	4	52	32	12	543
B. a few times a month	11	0	0	1	25	2	50	1	25	535	15	0	58	30	13	543	28	5	53	30	12	544
C. once a month	11	1	25	1	25	1	25	1	25	548	6	7	27	40	27	539	11	4	47	34	15	542
D. never or almost never	11	0	0	1	25	1	25	2	50	530	9	0	33	42	25	536	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										50	0	50	0	50	531						
B.	0										50	0	0	50	50	525						
C.	0										0											
D.	0										0											

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N = Number